

WOODBRIDGE HIGH SCHOOL

Behaviour Policy

September 2024

1. The Principles

The Governing Body believes that in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to ensure that students complete assigned work in a caring learning environment by:

- Promoting good behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fair treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging positive relationships with parents and carers to develop a shared approach in the implementation of the school's policy and associated procedures.

This policy is in line with and should be read in conjunction with the principles set out in the Department for Education guidance *Behaviour in Schools – Advice for headteachers and school staff* (February 2024).

2. Roles and Responsibilities

- a. **The Governing Body** will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students, parents/carers and staff, in writing, at least once a year, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- b. **The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures. In addition, the Headteacher and Leadership Group will provide support for staff who encounter challenging behaviour.
- c. **Staff** have statutory authority to discipline students for misbehaviour which occurs in school and, in some circumstances, outside school. Teachers' powers include disciplining students even when they are not at school or in the charge of a member of staff.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

A teacher may discipline a student for:

- Any misbehaviour where the child is:
 - Taking part in any school-organised or school-related activity; or
 - Travelling to or from school or within the environs of the school; or
 - Wearing school uniform; or
 - In some other way identifiable as a student at the school.
 - Misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school; or
 - Poses a physical or emotional threat to a member of staff, another student or member of the public; or
 - Could adversely affect the reputation of the school.
- d. **The Governing Body, Headteacher and staff will:**
 - a. Ensure there is no differential application of the policy and procedures on any grounds, particularly those related to the protected characteristics of age, race (including colour, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, disability, being pregnant or on maternity leave and being married or in a civil partnership.

- b. Ensure that the concerns of students, parents and carers are listened to and appropriately addressed.
- e. **Parents and carers** have responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to maintain high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- f. **Students** and parents/carers will be made fully aware of the school policy, procedures and expectations and will be expected to conform to them. Students will respect the authority of staff. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

3. Procedures and Communication

The procedures arising from this policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents in the **Code of Conduct**.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Notification of the School's aims, the Code of Conduct, reward, behaviour and discipline policies and actions will be given each September in the Parent Handbook, and on the School's website. Additional copies of these documents will be available to parents/carers as required. Further amendments of procedures (e.g. uniform expectations) will be made as appropriate.

4. Rewards

A school ethos of recognition and encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

5. Sanctions

Sanctions are required when responding to inappropriate behaviour. The decision to sanction the student and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff.

A sanction must be reasonable. Section 91 of the Education and Inspections Act 2006 states that the penalty must be proportionate in the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

A range of sanctions is clearly defined in the procedures. Sanctions which may be used are Behaviour Points, Detentions, Focus Room (Internal Exclusion), Directed Off-Site Placements ('Respite'), Suspension and Permanent Exclusion. Their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

The Suspension and Permanent Exclusion Policy and Internal Exclusion Policy set out the incidents for which exclusion, suspension or internal exclusion may be used as a sanction.

Refer to the overview of the behaviour management procedures and the accompanying tables below for further information.

6. Examples of Unacceptable Behaviour Which May Be Sanctioned

Behaviour Points

Banned item - e.g. phone or headphones
Classwork not meeting expectations
Coursework/controlled assessment concerns
Disrupting learning of others
Dropping litter
Eating or drinking in class
Failure to attend intervention
Failure to attend learning support session
Failure to follow instructions first time
Forging behaviour report
Inappropriate behaviour before or after school
Inappropriate behaviour during break or lunch
Inappropriate behaviour during practical work
Inappropriate corridor behaviour
Inappropriate language
Inappropriate use of social media
Lack of equipment
Learning Check or Assessment not meeting expectations
Leaving lesson without permission
Losing or throwing away report
Misuse of technology
Not Equipped for Art Lesson
Not equipped for Food technology practical lessons
Not following instructions when lining up
Not getting report signed
Off task behaviour
PE kit infringement
PPR not meeting expectations
PPR not submitted
Physical contact with another student
Poor engagement with an Intervention
Refusal to work with others
Slow changing in PE
Uniform infringement
Unkind behaviour

More Serious Sanctions

Anti-social behaviour
Bullying
Damage to school property/vandalism
Damaging property of other students or teachers
Deliberately lying or misleading a member of staff
Disablist behaviour
Drugs / Smoking / Vaping / Alcohol-related incident
Endangering school community
Examination Malpractice
Extremist or Radicalised behaviour
Failure to attend intervention
Failure to attend detention
Failure to attend or sign in for assembly

Failure to attend or sign in for enrichment
Failure to attend PPR session
Failure to attend tutorial session
Failure to meet coursework or assignment deadline
Failure to report to YC during social time
Forging a school report
Inappropriate sexual conduct or language
LGBT-phobic behaviour
Persistent Lateness to Lessons
Persistent PE Kit Infringement
Persistent Uniform Infringement
Physical aggression to staff
Physical aggression to student(s)
Possession of a banned item
Possession of dangerous/illegal item(s)
Racist behaviour
Refusal to hand over banned item(s)
Repeated failure to complete PPR to the expected standard
Repeated failure to get report signed
Repeated failure to submit PPR
Rudeness or verbal abuse to staff
Selling goods in school
Sexist behaviour
Sustained defiance
Theft/attempted theft
Threatening behaviour
Truancy
Unacceptable behaviour during a school trip
Unacceptable conduct in 6th Form study room
Unacceptable use of technology or social media
Unkind Behaviour
Verbal abuse to students

This list is indicative and not exhaustive. Other unacceptable behaviour types can be identified and added at any time.

6. Training

The Governing Body will ensure that appropriate high quality training for all staff on all aspects of behaviour management is provided to support the implementation of the policy.

7. Inter-relationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies has been established, particularly equality of opportunity, special educational needs, code of conduct and anti-bullying.

Incidents of behaviour which relate directly to a student's specific special educational need may be recorded but not directly sanctioned in the same way as other students who do not have this particular need.

The school will consider where the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy.

The school has a comprehensive intervention strategy that sets out actions that identify and address issues that are affecting a child's learning.

8. Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the full range of external support available.

9. Anti-bullying (including cyberbullying, prejudiced-based bullying and discriminatory bullying)

The school takes allegations of bullying very seriously and we have a zero-tolerance policy towards bullying and peer-on-peer abuse of any kind. Each bullying incident is thoroughly investigated and support and education are provided to all students involved in any incidents of bullying.

Woodbridge looks to actively prevent bullying through a number of channels. The school actively discusses bullying in a range of curriculum lessons so students have a good understanding the types, its impact, and how to become an upstander. The school will act quickly on any allegations of bullying and has several methods of reporting students can use to make it aware of any behaviour that they are concerned about including, anonymous outlets. The school also has trained students in each year group who lead the 'Anti-bullying team' to ensure that the approach is student led and student centred. Further information can be found in the Anti-bullying Policy.

10. Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures to ensure the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents. The outcome of the review will be communicated to all those involved, as appropriate.

11. Overview of Behaviour Management Procedures

a. Guidance

- Each member of staff is issued with a behaviour systems booklet.
- This booklet details the internal action to be taken in specific incidents of poor behaviour.
- The Behaviour Blueprint is a one page document that summarises expectations and procedures.

b. Negative behaviour

- Within lessons, students are given a warning for a low-level behaviour concern followed by a low-level sanction (Behaviour Point) if this continues. A student will be removed from the lesson if the behaviour continues after this.
- Outside lessons, students are given a low-level sanction (Behaviour Point) without warning for any inappropriate behaviour or using banned items such as phones and headphones.
- Students are given a 'next day' detention for:
 - gaining two or more behaviour points in a day.
 - being late to lesson.
 - being removed from a lesson.
- Students are given a 'same day' lunchtime detention for late arrival to school.
- Mobile phones or headphones will be confiscated on sight. Refusal to comply will result in a serious sanction.
- 'Serious Incidents' are incidents which sit outside of the normal in-lesson behaviour system, such as defiance or physical aggression. These incidents are recorded and a sanction is decided by senior staff. Depending on the seriousness of the incident, sanctions can range from detentions to permanent exclusion.
- The consistent application of the system should empower all teachers to manage behaviour more effectively.

c. Positive behaviour

- Staff are expected to recognise and reward students who go over and above expectations
- Staff will issue praise cards, write emails and make phone calls to parents
- Students accumulate Achievement Points which lead to bronze, silver and gold level awards

d. Use of SIMS

- SIMS is used to record behaviour incidents
- Staff input incidents directly into SIMS. They can use the software to refer incidents to various members of staff as necessary.
- Reports are run each week to monitor achievement and behaviour points and these are published to staff, scrutinised by the Behaviour Panel and High-Needs Panel, and can lead to whole-school, group and individual interventions to secure improved behaviour.
- For Serious Incidents, staff select the appropriate category on SIMS. The Year Co-ordinator is alerted and senior staff will select an appropriate sanction for the incident. This will range from a detention to permanent exclusion.

e. Visual summary of behaviour procedures

- Please refer to the two tables on the following pages for an overview of the school's behaviour procedures, including sanctions and escalation procedures.

12. Other Linked Policies





This policy operates and should be read in conjunction with following policies:

Suspension and Permanent Exclusion Policy
Internal Exclusion Policy
Searching, Screening and Confiscation Policy
Safeguarding and Child Protection Policy

Behaviour: Rewards and Sanctions

Follow the Code of Conduct...	Failure to follow the Code ...
<p>1. Learning Comes First</p> <p>2. Respect Ourselves and Others</p> <p>3. Follow Instructions First Time</p> <p>4. Keep our School Safe for All</p> <p>5. Aim for Excellence</p> <p><i>“Show KINDNESS, INCLUSION and RESPECT to everyone.”</i></p> <p><i>“AIM FOR EXCELLENCE in all that you do.”</i></p>	<p><u>IN LESSONS</u></p> <p>Yellow warning</p> <p>Red sanction: behaviour point</p> <p>Lesson removal (On Call)</p> <hr/> <p><u>OUTSIDE LESSONS</u></p> <p>No warnings</p> <p>Red sanction: behaviour point</p> <p>Confiscation of banned items</p>
<p><u>ACHIEVEMENT POINTS</u></p> <p>Receive Achievement Points for:</p> <p>Excellent behaviour and conduct</p> <p>Excellent effort and progress</p>	<p><u>SERIOUS INCIDENTS</u></p> <p>Immediate sanction for:</p> <p>Defiance Physical aggression</p> <p>Rudeness Dangerous behaviour</p>
<p><u>REWARDS</u></p> <p>Praise Cards</p> <p>Phone Calls/Letters/Emails</p> <p>Celebration Events</p> <p>Prizes</p> <p>Trips</p>	<p><u>SANCTIONS</u></p> <p>Level 1 Detention (20 minutes)</p> <p>↓</p> <p>Level 2 Detention (40 minutes)</p> <p>↓</p> <p>Level 3 Detention (60 minutes)</p> <p>↓</p> <p>Focus room (1 day)</p> <p>↓</p> <p>Suspension (1-5 days)</p>

Behaviour: Detentions and Exclusions

Detention	Day	Time	Venue	Reasons
LEVEL 1 	Monday to Friday	3.10-3.30pm (20 minutes)	Year group room	2 Behaviour Points Late to lesson Lesson Removal Serious incident
LEVEL 2 	Monday to Friday	3.10 - 3.50pm (40 minutes)	Year group room	Failure to attend Level 1 Serious Incident
LEVEL 3 	Wednesday	3.10 - 4.10pm (60 minutes)	Mallards Hall	Failure to attend Level 2 Serious Incident
FOCUS ROOM 	Every day	8.45am - 3.30pm	Focus Room	Failure to attend Level 3 Serious Incident
SUSPENSION	Every day	All day	Home	Below standard in Focus Room Serious Incident

Policy Reviewer: Mr Steven Hogan (Headteacher)

Approval: Approved via Full Governing Body Chair's Action on 4th November 2024

Date of Next Review: Autumn 2025